



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

August 26, 2019

Jeff Hauswald  
Kokomo Sch Corp: #3500  
1500 S Washington St  
Kokomo, IN 46902

Dear Jeff Hauswald,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Bon Air Middle School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$160,452.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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**Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	Kokomo School Corporation	<b>Corp #</b>	3500
<b>School</b>	Bon Air Middle School	<b>School #</b>	2951
<b>Superintendent Name</b>	Dr. Jeff Hauswald	<b>Email</b>	<a href="mailto:jhauswald@kokomo.k12.in.us">jhauswald@kokomo.k12.in.us</a>
<b>Title I Administrator Name</b>	Dorothea Irwin	<b>Email</b>	<a href="mailto:dirwin@kokomo.k12.in.us">dirwin@kokomo.k12.in.us</a>
<b>Principal</b>	Amanda Landrum	<b>Email</b>	<a href="mailto:alandrum@kokomoschools.com">alandrum@kokomoschools.com</a>
<b>Telephone</b>	765-454-7025		
<b>SY 2019-2020 Allocation</b>	\$160,452.00		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
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<b>Pass Through Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00190015A



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**Instructions:** Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Amanda Landrum	Principal
Travis Cunningham	Assistant Principal
Jody Hutcheson	Special Education Teacher
Amanda Wiley	English Teacher
Dondra Ewing	Guidance Counselor
Sabrina Hooker	Behavior Support/Parent Liaison
Monica Wonnell	Instructional Coach
Mike Sargent	Assistant Superintendent
Dorothea Irwin	Assistant Superintendent – Title 1

**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	<a href="#">Click here to enter a date.</a>
Title I Administrator Signature:		Date:	<a href="#">Click here to enter a date.</a>
Principal Signature		Date:	<a href="#">Click here to enter a date.</a>





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**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015- 2016	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	5.7%	10%	12%	17%	12.4%	20%		35%		50%	
Percent of students proficient on ISTEP (ELA) (3-8)	24%	32% <sub>-</sub>	28% <sub>-</sub>	39% <sub>-</sub>	27% <sub>-</sub>	37% <sub>-</sub>		50% <sub>-</sub>		60% <sub>-</sub>	
Percent of students proficient on ISTEP (Math) (3-8)	11.7%	18%	15.5%	27%	16.5%	27%		40%		50%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leading Indicators	Baseline SY 2015- 2016	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600	75,780		75,780	
2. Number of daily minutes of math instruction	67	90	90	90	90	90	90	100		120	
3. Number of daily minutes of ELA instruction	67	90	90	90	90	90	90	100		120	
4. Student attendance rate (must be % between 0 and 100)	95%	97%	96%	97%	94%	97%	94%	98%		98%	

Leading Indicators	Baseline SY 2015- 2016	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	50	35	37	20	63	40	50	20		15	
6. Expanded Learning Time (total number of hours offered)	0	50	50	100	120	150	206	150	-	150	-
7. Number of discipline referrals	176	140	165	120	173	140	231	120		100	-
8. Discipline incidents – number of suspensions and/or expulsion	SUS--15 EXP--0	SUS--10 EXP--0	SUS--45 EXP--1	SUS--20 EXP--0	SUS--50 EXP--0	SUS--40 EXP--0	SUS-- 75 EXP-- 2	SUS--30 EXP--0	SUS-- EXP--	SUS--20 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0 EFF--18 HEFF--3	IN--0 IMP--0 EFF--16 HEFF--4	IN--0 IMP--1 EFF--15 HEFF--4	IN--0 IMP--0 EFF--14 HEFF--6	IN--0 IMP--0 EFF--13 HEFF--7	IN-- 0 IMP-- 0 EFF--12 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--11 HEFF--9	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--10 HEFF--10	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	92%	94%	93%	94%	85%	90%	85%	95%		95%	-
11. Teacher retention rate (must be a % between 0 and 100)	85%	90%	90%	95%	95%	95%	90%	95%		95%	-

**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Intentional and focused PLC meetings on curriculum, assessment and data occurring in cycles.</li> <li>• Parent Community Liaison position has been filled and staff member has already made great gains in helping us build meaningful relationships with parents.</li> <li>• Some teachers have tried instructional strategies in classes, such as increasing opportunities for student talk and visual thinking routines. These are practices transferred from professional development.</li> </ul>	<b>Areas of Improvement:</b> <ul style="list-style-type: none"> <li>• Increase Rigor</li> <li>• Increase Student Engagement</li> <li>• Increase Differentiation</li> <li>• Increase Data-Driven Decision Making</li> </ul>
<b>Opportunities:</b> <ul style="list-style-type: none"> <li>• Use Parent Community Liaison to build additional partnerships with community organizations.</li> <li>• Use Parent Community Liaison to assist in improving attendance by increasing parent communication.</li> <li>• Improve core instructional practices, increase non-evaluative feedback and improve impact of PLC's.</li> <li>• Longer school day next year to increase individualized learning and interventions.</li> </ul>	<b>Threats:</b> <ul style="list-style-type: none"> <li>• Stability of enrollment is still a concern as housing on the north end of Kokomo continues to be limited.</li> </ul>

**Projected Outcomes for SY 19-20**

- **Improved Instructional Practices through use of the following Instructional Framework**
  - **Clear and High Expectations**
  - **Engagement**
  - **Differentiation**
  - **Informed Decision-Making**
- **Improved Student Achievement**
- **Increased Community Involvement**

**Part 6: SIG Implementation SY 2019-2020**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i><b>SAMPLE:</b> Increase learning time</i>	<i><b>SAMPLE:</b> Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i><b>SAMPLE:</b> Multiple Phases (Multiple Quarters)</i>	<i><b>SAMPLE:</b> \$5,000 - Stipends</i>	<i><b>SAMPLE:</b> The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Principal Mentor from Indiana State University – Dr. Terry McDaniel – Amanda Landrum	Multiple Phases (Multiple Quarters)	Mentor Cost - \$6000	Reflection Journal kept by Mrs. Landrum to include problems and solutions discussed. Mentor will utilize a leadership skill inventory to determine beginning skill sets as compared to end of year.
Develop Teacher Effectiveness	<p>LiveSchool assists teachers in positive behavioral supports and behavioral tracking and management. - Travis Cunningham</p> <p>Provide teachers opportunity for after school/afterhours PD on instructional strategies. - Amanda Landrum/Monica Wonnell</p> <p>An EES consultant will work with teachers and the leadership team in the following areas: tiered assessments, curriculum alignment, instructional strategies, coaching cycle support, and non-evaluative walkthroughs. - Amanda Landrum</p> <p>Teachers to attend national conferences and online training: National Council for Teachers of Mathematics, National Council for Teachers of English, Model Schools, International Society for Technology in Education. Attendance at conferences will give teachers additional resources, as well as updates on best practices in instructional strategies. Networking with other educators from around the country will be impactful. Smekens online training for English teachers for the writing process. - Amanda Landrum</p> <p>To transform the cultural relationships within Bon Air Middle School. 6 staff members will participate in a Cultural Mastery cohort group through Educator Aide. Cohort will equip participants with the</p>	Multiple Phases (Multiple Quarters)	<p>LiveSchool - \$2670</p> <p>Teacher Hourly Stipend – \$20,000, Benefits - \$2000</p> <p>25 EES Consultation Days - \$43750</p> <p>Conference Fees, Travel and Lodging - \$12,797</p>	<p>Teachers and admin will track behavior data on a monthly basis to determine trends and to make plans for behavior supports.</p> <p>External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA's) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research).</p> <p>Each participant completes an entry and exit survey. Data will be used to gather specific data on growth points, skill development, cultural understanding, elimination of biases and conceptual application.</p>

	mindset and skill set to successfully connect, create and collaborate with people of diverse cultures, thus driving higher levels of performance, productivity and student achievement.		Cultural Mastery Training – Educator Aide - \$9600	
Implement Comprehensive Instructional Reform Strategies	<p>An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year. - Amanda Landrum</p> <p>Achieve 3000 is used to improve student reading levels and to provide teachers instructional support with remediation and intervention in reading. - Monica Wonnell</p> <p>Problem-Attic is an assessment warehouse, giving teachers access to assessments from across the country. This resource will be used in conjunction with professional development on proficiency scales and tiered assessments. - Travis Cunningham</p> <p>Eureka Math digital suite gives middle school math teachers access to the K-5 math curriculum used in Kokomo Schools. Middle school teachers need to be aware and familiar with the “Eureka Way” of problem-solving and teaching of conceptual understanding. - Amanda Landrum</p> <p>iReady Teacher Toolbox and Instructional Resources are both powerful resources for our teachers to access as they remediate and prepare interventions for our students after iReady Diagnostic testing is complete.</p> <p>Teach Plus PLC Coaching for Implementation – Teach Plus to provide implementation coaching for PLC inquiry process.</p>	Multiple Phases (Multiple Quarters)	<p>External Evaluator - \$6000</p> <p>Achieve 3000 - \$15,465</p> <p>Problem-Attic - \$600</p> <p>Eureka Math - \$570</p> <p>iReady Teacher Toolbox &amp; Instructional Resources - \$14,000</p> <p>Teach Plus - \$6700</p>	External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA’s) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research).
Increase Learning Time	Provide after school tutoring for students who need additional support.	Multiple Phases (Multiple Quarters)	Transportation - \$6000	Staff, Administrators will develop and implement a plan to provide extra assistance to identified students. Transportation will be provided. Tutoring will be provided by Bridges Outreach, one of our community partners.



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Create Community-Oriented Schools	A Community outreach support/attendance clerk position will allow us flexibility in our additional outreach efforts, as well as efforts to increase our attendance percentages. This person will assist/support our School Social Worker in parent/community communication, attendance tracking, etc.	Multiple Phases (Multiple Quarters)	Stipend - \$13,000, Benefits - \$1300	Attendance data will be tracked on a weekly basis. We will communicate early and often to deter chronic absenteeism.
Provide Operational Flexibility		Choose an item.		
Sustain Support		Choose an item.		

**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

**Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.**

Within our data, we have identified the most important need is to improve the core instruction that is occurring within our school. We know that we need to have a building where effective instruction is occurring in all classrooms (Level 2 of HRS). We will collect data within our non-evaluative walkthroughs that will then be used to create an instructional newsletter for staff at the end of each trimester. The instructional newsletter will include:

- Instructional data analysis from walkthroughs for each look for area
- Summary of research supporting areas data was collected on (first trimester will focus on high expectations and active engagement)
- Suggestions for improvement building-wide and for each grade-level
- Overall summary of thoughts of leadership team
- Building self-assessment results regarding next trimester’s areas of focus

The goal of these instructional newsletter is to inform our building of current implementation levels of research-based instructional practices, allow for each staff member to reflect on their own level of implementation, and assist in developing ideas for improvement within focal areas for each trimester. After instructional newsletter is distributed to the teaching staff, each teacher will provide a brief explanation of what they specifically want to improve over the course of the next trimester. The building principal will then take these comments and add them to the end of the instructional newsletter prior to submitting to the IDOE to be published on the SIG website. Any identifying information (at the personal level) within the instructional newsletter will be removed prior to being sent to the IDOE.

Our hope is that other schools in similar situations can use our instructional newsletters to educate their teaching staff on high-yield instructional strategies and inform their own non-evaluative feedback. We know the research stipulates the quality of the teacher has the largest impact on student achievement.

Instructional Newsletter 18-19 - <https://www.smores.com/9pqtw>





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**Part 8: Budget SY 2019-2020**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:

Title I Administrator Signature:

Principal Signature

*Matthew Sargent*  
*Donna Smith*  
*Amanda Paul*

Date:

Click here to enter a date. 6/25/19

Date:

Click here to enter a date. 6/25/19

Date:

Click here to enter a date. 6/25/19

## SIG T003g Budget SY 2019-2020

**Complete the budget below:**

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,840.00	\$ 29,465.00	\$ -	\$ 33,305.00
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ 20,000.00	\$ -	\$ 2,000.00	\$ -	\$72,050.00	\$ -	\$ 12,797.00	\$ -	\$ -	\$ -	\$ 106,847.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
33000	Community Service Operations	\$ -	\$13,000.00	\$ -	\$1,300.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,300.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 20,000.00	\$13,000.00	\$ 2,000.00	\$1,300.00	\$72,050.00	\$ -	\$ 18,797.00	\$ 3,840.00	\$ 29,465.00	\$ -	\$ 160,452.00

Indirect Cost Rate %:	2.11
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Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

**\$ (18,750.00)**

Total after deducting Property:	<b>\$ 141,702.00</b>
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Total Available for Indirect Costs:	\$ 2,989.91
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Amount of Indirect Cost to be used:	\$ -
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<b>Grand Total After Indirect Cost:</b>	<b>\$160,452.00</b>
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## Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training: \$4,000 -- administration team attending NASTID conference

<b>Supplies</b>	<b>Property: Equipment/ Technology</b>
LiveSchool (\$2670), Problem-Attic (\$600), Eureka Math (\$570)	Achiever 3000 (\$15,465), iReady (\$14,000)
<b>Professional Services</b>	<b>Other Purchase Services (travel, communication)</b>
External Evaluator (\$6000), Principal Mentor (\$6000), Educator Aide (\$9600), TeachPlus (\$6700)	Transportation (\$6000), Conferences: Model Schools, Smekens Writing (12,797)

## SIG Staffing

**Instructions: Complete the SIG Staffing information below**

[illegible]